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By-Birkmaier, Emma

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Second language study in the Soviet Union's General Education School (compulsory public education) is described in detail with briefer explanations of teacher training institutes and inservice teacher education. Both positive and negative aspects of Russia's language programs are presented, with primacy given to teaching methods, objectives, materials, and equipment. (AF)

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FL Learning in the Soviet Union

-Emma Birkmaier

NOT ONLY HAS THE GOVERNMENT OF THE UNITED STATES BEEN LOOKING CLOSELY AT ITS MODERN LANGUAGE PROGRAM, BUT THE LEARNING AND TEACHING OF FOREIGN LANGUAGES HAVE ALSO BECOME A MAJOR CONCERN TO THE U.S.S.R. A FEW QUOTATIONS FROM THE U.S.S.R. COUNCIL OF MINISTERS' DECISION ON IMPROVING FOREIGN LANGUAGE INSTRUCTION GIVE AN INSIGHT INTO THIS PROBLEM. ". . . THE U.S.S.R. STATE PLANNING COMMITTEE AND THE UNION REPUBLIC COUNCILS OF MINISTERS MUST PROVIDE IN THEIR ANNUAL PLANS FOR THE ALLOCATION OF THE REQUIRED EQUIPMENT AND AIDS FOR FOREIGN LANGUAGE INSTRUCTION IN SCHOOLS. . . . INADEQUATELY TRAINED FOREIGN LANGUAGE INSTRUCTORS ARE TO BE SENT TO ADVANCED TRAINING COURSES OR DISMISSED." "IN THE MAIN GRADUATES OF GENERAL EDUCATION SCHOOLS AND HIGHER AND SPECIALIZED SECONDARY INSTITUTIONS HAVE A POOR KNOWLEDGE OF FOREIGN LANGUAGES. BECAUSE OF THEIR LIMITED VOCABULARY AND A PURELY ACADEMIC KNOWLEDGE OF GRAMMAR, THEY ARE UNABLE TO TRANSLATE FOREIGN LANGUAGE TEXTS WITHOUT DICTIONARIES. THEY ARE PARTICULARLY WEAK WHEN IT COMES TO SPEAKING A FOREIGN LANGUAGE." (PRAVDA, JULY 1961). THIS DISSATISFACTION HAS BEEN EXPRESSED IN PRAVDA EVER SINCE 1954.

HOW THE U.S.S.R. WAS SOLVING THIS PROBLEM WAS ONE OF THE MAJOR PURPOSES FOR THE WRITER'S RESEARCH TRIP TO THAT COUNTRY DURING THE SPRING QUARTER OF 1965. WITH HEADQUARTERS IN THE ACADEMY OF PEDAGOGICAL SCIENCES SHE WAS GIVEN INNUMERABLE OPPORTUNITIES TO ATTEND AND STUDY IN THE VARIOUS PEDAGOGICAL INSTITUTES DEALING WITH THE TRAINING OF MODERN LANGUAGE TEACHERS, WITH THE CURRICULUM IN THE GENERAL EDUCATION AND POLYTECHNICAL SCHOOLS, WITH THE DEVELOPMENT AND USE OF AUDIO-VISUAL MATERIALS, AND WITH EDUCATIONAL PSYCHOLOGY. BESIDES WORKING IN THESE INSTITUTES THE WRITER VISITED MANY

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GENERAL EDUCATION SCHOOLS, SPECIAL SCHOOLS, PIONEER HOUSES AND PALACES. SEVERAL WEEKS WERE SPENT IN STUDY IN UZBEKISTAN, A CENTRAL ASIAN SOVIET REPUBLIC, WHERE RUSSIAN IS TAUGHT AS A FOREIGN LANGUAGE IN THE UZBEK SCHOOLS AND THE UZBEK LANGUAGE IN THE RUSSIAN SCHOOLS. THIS MATTER OF BILINGUALISM AND MULTILINGUALISM IS MANY-FACETED AND WILL NOT BE DISCUSSED IN THIS ARTICLE.

EMMA
MARIE
BIRKMAIER

BOTH THE U.S.S.R. AND THE U.S. BELIEVE IN EDUCATIONAL OPPORTUNITY FOR ALL. THE EXPANDING NURSERY AND KINDERGARTEN SCHOOLS GIVE SOVIET YOUNGSTERS MANY EDUCATIVE EXPERIENCES BEFORE THEY START THEIR FORMAL EDUCATION AT THE AGE OF SEVEN IN THE PUBLIC SCHOOLS. ALL CHILDREN HAVE EIGHT YEARS OF COMPULSORY EDUCATION, WHICH WILL SOON EXTEND TO ELEVEN YEARS. IN THE GENERAL EDUCATION SCHOOL, WHICH HOUSES ALL GRADES FROM 1 THROUGH 8 AND IN MANY CASES ALSO GRADES 9, 10, AND 11, THE STUDENT POPULATION IS USUALLY LIMITED FROM 900 TO 1,200 STUDENTS. GRADES 1 THROUGH 4 ARE CONSIDERED THE ELEMENTARY DIVISION, GRADES 5 THROUGH 8 THE INTERMEDIATE DIVISION, AND GRADES 9, 10, AND 11 THE UPPER DIVISION. ONE COULD RIGHTFULLY SAY THAT THE GRADUATE OF THE GENERAL EDUCATION SCHOOL WOULD BE THE EQUAL OF THE FINISHING SOPHOMORE AT OUR COLLEGES AND UNIVERSITIES.

THE TEACHER WHO STARTS OUT WITH A FIRST GRADE CLASS MOVES UP THROUGH THE FOUR GRADES WITH HIS PUPILS. FROM THERE ON A CLASS ADVISOR (30-35 STUDENTS) WORKS WITH THE ADVISEES UNTIL THEY GRADUATE. IN THE SUBJECT MATTER FIELDS VERY FREQUENTLY THE TEACHER TAKES THE CLASS THROUGH FOUR OR MORE YEARS OF THE SUBJECT. THE SOVIETS FEEL THAT THIS IS AN EFFICIENT WAY TO SEE TO IT THAT THE SUBJECT MATTER SPECIALIST TEACHES HIS MAJOR SUBJECT AND THAT THE STUDENTS MASTER THE REQUIRED SUBJECT MATTER SYSTEMATICALLY AND THOROUGHLY. THE TEACHER KNOWS WHAT HIS STUDENTS HAVE COVERED AND A MINIMUM AMOUNT OF TIME IS NEEDED FOR REVIEW AT THE BEGINNING OF THE YEAR BEFORE TAKING UP THE NEW MATERIALS TO BE LEARNED. THE ABOVE ASPECTS, TOGETHER WITH THE CLOSE COLLABORATION OF PARENT COMMITTEES AT EACH GRADE LEVEL WITH TEACHERS AND ADMINISTRATION, CREATE A GUIDANCE PERSPECTIVE WHICH CAN BE LOOKED UPON WITH ENVY BY AN OUTSIDER. ONE CAN BE REASONABLY ASSURED THAT EVERY TEACHER KNOWS EVERY CHILD IN THE SCHOOL.

IN THIS TYPE OF SCHOOL CURRICULUM MODERN LANGUAGES ARE REQUIRED OF ALL CHILDREN. A SCHOOL WILL TEACH, IN THE MAIN, ONLY ONE LANGUAGE, AT THE MOST, TWO. THE TECHNIQUES AND GROUP PROCESSES USED IN THE CLASSROOM ARE SUCH THAT THE SLOWER LEARNER IS ABLE TO GET THE MINIMUM REQUIREMENTS WITHOUT UNDULY WASTING THE TIME OF THE ABLER STUDENT. THE THREE MAJOR LANGUAGES TAUGHT ARE ENGLISH (40 PERCENT), GERMAN (30 PERCENT), AND FRENCH (20 PERCENT). SPANISH IS BEGINNING TO TAKE ON ADDED IMPORTANCE BUT THE LACK OF PERSONNEL IS HAMPERING THE PROGRAM. MUCH ATTENTION IS BEING GIVEN TO THIS LACK. MORE AND MORE TEACHERS ARE BEING TRAINED IN CUBA AND ARE COMING BACK WITH AN AMAZING COMPETENCE IN THE LANGUAGE. THE OTHER LANGUAGES SUCH AS HINDI, ARABIC AND CHINESE ARE TAUGHT NOT SO MUCH IN THE WESTERN RUSSIAN REPUBLIC AS IN THE OTHER SOUTHERN AND CENTRAL ASIAN SOVIET REPUBLICS. HERE THESE LANGUAGES ARE TAUGHT STARTING IN THE SECOND GRADE WITH AUDIOLINGUAL TECHNIQUES SUCH AS WE ARE FAMILIAR WITH IN OUR OWN COUNTRY.

IN GENERAL SCHOOLS WHERE LANGUAGES ARE STARTED IN THE 5TH GRADE, CLASSES THE SIZE OF 36 ARE DIVIDED SO THAT THE FOREIGN LANGUAGE TEACHER WILL NOT HAVE MORE THAN 18 IN THE CLASS. CLASSES IN THE 5TH AND 6TH GRADES HAVE FOUR 45-MINUTE PERIODS PER WEEK, WHICH ARE REDUCED TO THREE A WEEK IN SUBSEQUENT GRADES. AT THE HIGHER LEVELS CLASSES CAN BE REDUCED TO ONLY TWO A WEEK. THE FEW CLASSES AT THE UPPER LEVELS, ACCORDING TO THE LANGUAGE TEACHERS, IS THE REASON FOR THE POOR LANGUAGE RESULTS. THE SPECIAL SCHOOLS, OF WHICH THERE ARE 52 IN THE CITY OF MOSCOW ALONE, SPECIALIZE IN LANGUAGES AND START AT THE 2ND GRADE LEVEL, WITH FOUR 45-MINUTE PERIODS A WEEK, INCREASING TO EIGHT 45-MINUTE PERIODS AT THE HIGHER LEVELS. IN THESE SCHOOLS AN AVERAGE CLASS OF 30 IS DIVIDED INTO THREE SECTIONS TO INSURE INTENSIVE ORAL WORK AND MUCH INDIVIDUAL ATTENTION.

FORMERLY ONE WOULD FIND IN THE

IN THE TEACHING OF ENGLISH WAS OF RUSSIAN ORIGIN, NOT ENTIRELY CULTURALLY AND LINGUISTICALLY AUTHENTIC.

THE MOSCOW AND TASHKENT INSTITUTES FOR TRAINING FOREIGN LANGUAGE TEACHERS NOT ONLY TRAIN LANGUAGE TEACHERS (A FIVE YEAR PROGRAM) BUT ALSO INTERPRETERS AND TRANSLATORS (A SIX YEAR PROGRAM). A STUDENT IN THESE INSTITUTES DURING THE COURSE OF HIS LANGUAGE TRAINING WILL HAVE SPENT 3,000 HOURS IN PRACTICAL CLASSROOM INSTRUCTION IN THE LANGUAGE. THIS DOES NOT INCLUDE THE COURSES IN CULTURE AND CIVILIZATION OR LITERATURE. SOME 1,700 HOURS ARE SPENT IN LEARNING A SECOND FOREIGN LANGUAGE. ONE MUST REMEMBER THAT THESE HOURS ARE OVER AND ABOVE THE LANGUAGE PROGRAM THE STUDENT HAS HAD IN THE GENERAL SCHOOLS (GRADES 5 THROUGH 11). ALTHOUGH PRACTICAL TRAINING IS CARRIED ON IN VARIOUS "LINGUISTIC ASPECTS" WITH COURSES BEING DIVIDED INTO PHONETICS, LEXICOLOGY, GRAMMAR, READING AND TRANSLATION UNDER THE DIFFERENT SPECIALISTS, THE VALIDITY OF THIS METHOD HAS BEEN CHALLENGED. AS A RESULT, CHANGES ARE BEING MADE AND IN SOME CASES THE VARIOUS ASPECTS ARE NOW WORKED ON IN A CORE TYPE CLASS.

PRACTICE TEACHING BEGINS IN THE FOURTH YEAR WITH TWO MONTHS OF CAREFUL OBSERVATION, ONE IN OCTOBER AND ANOTHER IN THE SPRING, UNDER THE GUIDANCE OF THE MASTER TEACHER, APPLIED PSYCHOLOGIST AND METHODOLOGIST. IN THE FIFTH YEAR THERE ARE TWO SIMILAR PERIODS OF ACTUAL TEACHING. IN ADDITION, ONE MONTH IS SPENT IN A CAMP EXPERIENCE TEACHING AND GUIDING LANGUAGE CLUBS. PART OF THE STUDENT TEACHER'S WORK ALSO HAS TO DO WITH WORKING IN LANGUAGE CLUBS AND OTHER ACTIVITIES IN THE PIONEER PALACES AND HOUSES.

THE LENIN PEDAGOGICAL INSTITUTE IN MOSCOW IS JUST BEGINNING TO DEVELOP SPECIFIC COURSES TO TRAIN TEACHERS TO TEACH SUBJECT MATTER IN THE FOREIGN LANGUAGE. ALTHOUGH SOME OF IT IS BEING DONE HAPHAZARDLY, IT IS CLEAR THAT THIS TYPE OF PROGRAM WILL NEED VERY SOPHISTICATED TEACHERS AND, ACCORDING TO THE EXPERTS, AN ADDED YEAR OF TEACHER TRAINING.

THERE IS A STAFF TO STUDENT RATIO OF 1 TO 7 IN THE TEACHER TRAINING INSTITUTES. THE INSTRUCTORS POSSESS A HIGH DEGREE OF COMPETENCY IN THE SPOKEN LANGUAGE AND SOUND LINGUISTIC SCHOLARSHIP. MUCH OF THEIR TIME IS TAKEN UP WITH INDIVIDUAL CONSULTATION AND SMALL GROUP WORK. A GOOD DEAL OF RESEARCH IS ALSO CARRIED OUT BY THE STAFF. ABOUT 40 PERCENT OF THE TIME OF ANY SENIOR STAFF MEMBER IS GIVEN TO THIS. MUCH OF THE NEW MATERIAL DEVELOPED IS INCORPORATED IN REVISED TEXTBOOKS. THE CLOSE COLLABORATION ON NEW MATERIALS, CURRICULUM, ETC. BETWEEN THE LANGUAGE CONSULTANTS IN THE CITY OF MOSCOW AND ELSEWHERE AND THE STAFF MEMBERS OF THE INSTITUTE WAS A VERY ENCOURAGING ASPECT OF THE PROGRAM IN WHICH THE WRITER WAS INVITED TO PARTICIPATE SEVERAL TIMES.

THE TEACHER IN SERVICE HAS THE OPPORTUNITY TO CONSULT WITH THE PEDAGOGICAL INSTITUTES. THE TEACHER CAN SPEND ONE DAY A WEEK CONSULTING AND STUDYING WITH THE INSTRUCTORS OF THE INSTITUTES. TWO YEAR REFRESHER COURSES, WHERE THE TEACHER CAN OBSERVE DEMONSTRATION CLASSES USING THE NEW APPROACHES AND LEARN ABOUT THE LATEST THEORIES, METHODS AND TECHNIQUES IN LANGUAGE INSTRUCTION ARE VERY POPULAR WITH TEACHERS WHO LIVE OUTSIDE OF THE LARGE URBAN CENTERS. TEACHERS CAN ALSO TAKE A MORE CONCENTRATED TWO MONTHS' COURSE DURING SUMMER VACATION. UPDATING IS REQUIRED EVERY FIVE YEARS, SO THEY SAY. THE OPPORTUNITY FOR UPGRADING ONESELF COSTS THE TEACHER NOTHING AND IN INTERVIEWS WITH THEM IT APPEARED THAT THE TEACHERS ENJOY THESE COURSES VERY MUCH.

IN GENERAL, THERE IS TODAY IN THE U.S.S.R. A REAL DRIVE TO IMPROVE LANGUAGE TEACHING. THE SPECIAL SCHOOLS INTRODUCE LANGUAGE LEARNING IN GRADE TWO. THE PUPILS ARE TAUGHT IN SMALL GROUPS. THERE IS A LAVISH DEPLOYMENT OF TEACHERS. TEACHER TALENT IS ALMOST SQUANDERED. LANGUAGE TRAINING IS INTENSIVE. THERE IS MUCH MECHANICAL EQUIPMENT AT THE PEDAGOGICAL INSTITUTES BUT NOT USED EFFECTIVELY IN TERMS OF THE AUDIO-LINGUAL APPROACH.

LESSONS ARE WELL-PLANNED. HOWEVER, MATERIALS LACK CULTURAL AUTHENTICITY, PERHAPS MORE BECAUSE OF POLITICAL REASONS THAN EDUCATIONAL.

THE SOVIETS INSIST THAT TO BE ABLE TO USE LANGUAGE THERE MUST BE MUCH PRACTICE WITHIN A LIMITED AREA OF THE LANGUAGE. THE PUPIL MUST BE CONSCIOUS OF THE HABIT HE IS LEARNING WITHOUT HAVING TO FORMULATE IT IN ABSTRACT RULES. MANY OBSERVERS QUESTION THE FAIRLY UNIFORM APPROACH AND USE OF MATERIALS. THE WRITER DOES NOT. LANGUAGE TEACHING IS A SCIENTIFIC AND TECHNOLOGICAL OPERATION.

THE SOVIETS ARE CRITICIZED BECAUSE OF THE GREAT EMPHASIS ON THE SKILL ASPECTS RATHER THAN ON HUMAN ENLIGHTENMENT. RICH PERSONAL DEVELOPMENT AND ENLIGHTENMENT CAN ONLY TAKE PLACE WHEN LANGUAGE CAN BE USED SUCCESSFULLY.

MODERN LANGUAGE CLASSROOM STUDENTS AND TEACHER TALKING ABOUT THE LANGUAGE RATHER THAN USING IT. IN THE NEW PROGRAM EVERY FOREIGN LANGUAGE LESSON CONSISTS MAINLY OF MANY DIFFERENT EXERCISES CONDUCTED IN THE FOREIGN LANGUAGE EXCLUSIVELY. THE MAIN TASK IS TO DEVELOP THE ABILITY TO USE LANGUAGE. EXPOSITIONS OR MODELS OF THE LANGUAGE (A SHORT DIALOG OR NARRATIVE) ARE BRIEF AND HAVE PRACTICAL ORIENTATION. THE AMOUNT OF LANGUAGE TO BE LEARNED HAS THUS BEEN REDUCED. IN GRADE 5, THE FIRST YEAR OF LANGUAGE, THE STUDENT IS EXPECTED TO MASTER ABOUT 250 WORDS; IN GRADE 6, 200 WORDS; BUT IN GRADE EIGHT, ONLY 175 NEW WORDS. THIS REDISTRIBUTION OF VOCABULARY LOAD ENABLES THE STUDENTS TO REVIEW AND CONSTANTLY INCORPORATE THE OLD MATERIAL.

THE RANGE OF THE GRAMMATICAL MATERIAL IS LIMITED AND THE READING MATERIALS SIMPLIFIED TO AVOID INTRODUCING NEW FORMS AND STRUCTURES UNTIL THE BASIC ONES HAVE BEEN THOROUGHLY ASSIMILATED. THIS ENABLES THE EXTENSIVE USE OF REPRODUCTIVE EXERCISES. THE NEW ATTITUDE HOLDS THAT CONSIDERABLE MEMORIZATION OF MODEL UTTERANCES CONTAINING THE LINGUISTIC STRUCTURES AND STOCK PHRASES IS BASIC TO ACQUIRING LANGUAGE. THE TEACHERS DO NOT WORRY THAT IN THE BEGINNING THE STUDENT FINDS IT A BIT DIFFICULT TO DEPART FROM THE MODELS.

THE IDEA OF "CONCEPT LEARNING", WHICH IS HAVING A STRONG IMPACT ON SOVIET EDUCATION, ASSURES TWO THINGS IN PRESENT DAY LANGUAGE TEACHING IN THE U.S.S.R. THERE IS A STRESS ON TEACHING FUNCTIONAL GRAMMAR WITH EMPHASIS ON CONTRASTING THE MOTHER TONGUE WITH THAT OF THE TARGET LANGUAGE. ONCE AN INSIGHT INTO A CONCEPT IS GOTTEN, LANGUAGE PRACTICE IS THE ORDER OF THE DAY.

WHEN OBSERVING IN THE CLASSROOM ONE COULD NOTICE THE THOROUGHNESS AND THE INTENSITY OF EFFORT DEMANDED OF TEACHER AND PUPILS. SINCE A CONSIDERABLE RANGE OF ABILITY IS REPRESENTED IN A CLASS ONE WOULD ASSUME THIS INTENSITY TO BE RATHER BURDENSOME FOR SOME OF THE PUPILS IN THE CLASS. BUT THIS DIDN'T SEEM TO BE THE CASE AT ALL. PERHAPS THE FAVORABLE ATTITUDE OF FACULTY, ADMINISTRATION, COMMUNITY, AND THE STUDENTS TOWARD FOREIGN LANGUAGES, THE SMALL CLASS SIZE AND THE VERY CLOSE RELATIONSHIP BETWEEN PUPIL AND TEACHER AND BETWEEN THE MEMBERS OF THE CLASS HAD SOMETHING TO DO WITH THE EFFORT AND MOTIVATION APPARENT IN MOST CLASSROOMS.

THE INTENSITY OF EFFORT WAS COMPENSATED FOR BY THE VARIATION IN CLASSROOM EXERCISES: THE LEARNING OF A SHORT DIALOG THAT WAS OF IMMEDIATE USE, THE TELLING OF A STORY BY THE TEACHER, OR READING OF IT BY SOME OF THE PUPILS; QUESTIONS ASKED BY THE TEACHER, ADDRESSED BY THE PUPILS TO ONE ANOTHER; STATEMENTS MADE ABOUT THE STORY; RECAPITULATION OF THE STORY BIT BY BIT BY SUCCESSIVE PUPILS, AND THEN A COMPLETE RECAPITULATION BY ONE STUDENT. MUCH USE WAS MADE OF FILMSTRIP AND SHORT FILM. THE COMMENTARY WAS USED AS THE MODEL IN THE BEGINNING AND AT THE END CREATIVE COMMENTARIES WERE GIVEN BY THE STUDENTS THUS PREPARING THEM IN MANY CASES AS GUIDES OR AIDES TO FOREIGNERS WHO VISIT THE COUNTRY. THE ORAL WORK WOULD BE CORRECTED AND DRILLED INCIDENTALLY, INDIVIDUALLY OR COLLECTIVELY, DEPENDING ON THE KIND OF MISTAKE MADE. LANGUAGE GAMES AND SONGS (EVEN THE VERY MODERN TEENAGE TYPES) WERE MUCH IN EVIDENCE.

WE MIGHT CRITIZE THE UNIFORMITY OF APPROACH AND ITS PREDICTABLE OUTCOMES. IN THE HANDS OF SOME TEACHERS THIS COULD BE UNINSPIRING AND DEADLY. BUT MUCH CAN BE SAID IN ITS FAVOR. IF ACQUIRING LANGUAGE IS A MATTER OF ACQUIRING SATISFACTORY RESPONSES, THEN PREDICTABILITY OF RESPONSES TO STIMULI IS PREREQUISITE. THERE SEEMED TO BE NO EVIDENCE THAT THIS APPROACH STOPPED COMPETENCE OR ENTHUSIASM.

INTENSIVE READING HAD AN IMPORTANT PLACE IN THE LESSON AND STUDENTS WERE ENCOURAGED TO DO EXTENSIVE READING FROM AN APPROVED LIST OF BOOKS. IT WAS AMUSING TO FIND THE STUDENTS AVIDLY READING A NUMBER OF ENGLISH BOOKS NOT ON THE BOOK LIST.

MOST SCHOOLS VISITED HAD TAPE RECORDERS AND PROJECTORS. SOME ROOMS WERE EQUIPPED WITH EARPHONES AT THE PUPILS' DESKS AND A SMALL TABLE CONSOLE IN THE FRONT OF THE ROOM. TAPED EXERCISES AS WE KNOW THEM WERE SCARCE. MOST TAPES HAD DIALOGS OR READING SELECTIONS FOR LISTENING. IN SOME CASES THE TECHNIQUE OF "EXPLODING" WAS USED TO ENABLE STUDENTS TO REPEAT AFTER A PHRASE OR UTTERANCE. THE YOUNGER TEACHERS ARE CONSCIOUS OF THE VALUE OF LABORATORY EXERCISES BUT LACK THE "KNOW HOW" OF DEVELOPING EXERCISES AND MATERIALS. WITH THE IDEAL SITUATION OF SMALL CLASSES THE URGENCY OF DEVELOPING NEW TEACHER TRAINING PROGRAMS IN LABORATORY TECHNIQUES IS ALMOST NIL. SOME OF THE SOVIET METHODOLOGISTS AND TEACHERS WHO HAVE HAD THE OPPORTUNITY OF VISITING LANGUAGE LABORATORY INSTALLATIONS IN THIS COUNTRY, ARE NOW TAKING ANOTHER LOOK AT THEIR LANGUAGE CURRICULUM TO CONSIDER WHAT A GOOD LABORATORY PROGRAM COULD DO IN ECONOMY OF TIME AND EFFICIENCY IN LEARNING. THE LANGUAGE AND VISUAL MATERIALS USED